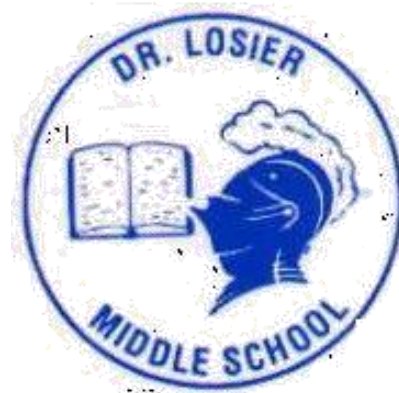


DR. LOSIER MIDDLE SCHOOL



SCHOOL IMPROVEMENT PLAN **School Year 2010-2011**

MISSION STATEMENT

At Dr. Losier Middle School, our mission statement is “Believe it...Achieve it!”

Our Vision Statement: All individuals will experience success in a safe, wholesome learning environment.

The students, staff, and parents believe success at Dr. Losier Middle School is achieved through:

- . consistent and fair standards
- . the recognition of individual differences
- . the promotion of life-long learning
- . encouragement
- . involvement in the community

**At Dr. Losier Middle School, our motto is
For Learning – For Life**

DEMOGRAPHICS

Dr. Losier Middle School, located in East Miramichi, is a school of 265 students. Of the 12 homeroom classes, two are Early French Immersion, two are late French Immersion and the other eight English. Our staff consists of 16 teachers, one District - based Methods and Resource teacher, five teacher assistants, a custodial allotment of 3.5, one half-time librarian and a full time administrative assistant. Seventy five percent of our students are bussed to school.

STANDARDS

At Dr. Losier Middle School, our goal is to always work toward 100% acceptable or better as determined by the New Brunswick Provincial Assessments in both Literacy and Numeracy. We attempt to have all students write all school based, district and provincial assessments.

Further, we will continue to use the data collected from District Assessments completed in Grade 7 Numeracy and grade 6 Literacy to track our students. We will put interventions into place that will ensure success for those students that we suspect may be unsuccessful on the Provincial Assessments the following year, as per the data generated on the District Assessment

LANGUAGE ARTS

SCHOOL GOAL: To improve Grade 7 writing scores to 85% Acceptable or better, and to improve grade 7 reading scores to 85% Acceptable or better, by June, 2013. This is the second year for this improvement goal.

Objective: to improve grade 7 Writing scores to 70% Acceptable or better, and grade 7 reading scores to 75% Acceptable or better, by June, 2011.

Strategy One: All staff will increase time and focus on writing skills

Plan of Action	Person(s) Responsible	Dates
1. Language Arts teachers will continue to teach and evaluate writing through the 6+1 Traits of Writing in writing workshops; teachers will mark common assessments together to ensure consistency in evaluation, as well as to determine school wide areas of weakness	All Language Arts teachers Sandra Bruce	Begin September, 2010 November, 2010 and March 2011
2. All staff will be responsible teaching and	Tanya Frost/Rick McCarthy – Lead Teachers	Begin Sept/10

<p>reinforcing the use of proper conventions and spelling. They will receive a review of the Conventions strand of the 6+1 Traits.</p>	<p>John Corlett, Stella Cable, Karen Coughlin, David Cripps, Karen Cripps, Debbie Doucet, Tanya Frost, Bev Keating, Vivian Kierstead, Debra Leach, Norman Learo, Beth Losier, Paula Matchett, Rick McCarthy, Shawn Nowlan, Wayne Mullin, Sherry Munn, Gerry Richard, Mary Savage, Marie Louise Squire, Sherrie Vye, Jane Waye,</p>	
<p>3. Short term interventions will be designed and offered to Marginal students in reading and writing</p>	<p>Beth Losier, Sandra Bruce Language Arts teachers during "T" Time</p>	<p>Begin September/10</p>
<p>4. Cross-curricular topics will be planned to assist with continuity of concepts</p>	<p>Language Arts, Science, Math and Social Studies Teams</p>	<p>Beginning November, 2010</p>
<p>5. Students will complete one piece for a writing contest entry; as well, a final writing piece will be written and evaluated, then passed on to the next year</p>	<p>Language Arts teachers Sandra Bruce</p>	<p>Contest as available Final writing piece - May, 2011</p>

teacher to assist with planning		
6. Teachers will study strategic spelling strategies, deciding on a School Wide Spelling improvement strategy.	Language Arts teachers	September 2010 – June 2011

Strategy Two: Increase staff knowledge and use of reading strategies to address students' reading and comprehending of non-fiction texts

Plan of Action	Person Responsible	Dates
1. Teachers will review the strategies of Main Idea, Inferencing, Connecting, Visualizing, Questioning and Predicting with their students.	Language Arts teachers	September 2010 – June 2011
2. Teachers will be encouraged to read novels/stories /articles aloud to students; guest readers will be invited in	John Corlett, Karen Coughlin, David Cripps, Debbie Doucet, Tanya Frost, Vivian Kierstead, Debra Leach, Norman Learo, Beth Losier, Paula Matchett, Rick McCarthy, Wayne Mullin, Sherry Munn, Gerry Richard, Marie Louise Squire, Sherrie Vye, Jane Waye,	Monthly

<p>3. Teachers of all content areas will receive training in the Stepping Out program; these teachers will then work with their students, using various strategies, to improve their comprehension</p>	<p>Karen Coughlin, David Cripps, Debbie Doucet, Tanya Frost, Vivian Kierstead, Debra Leach, Norman Learo, Beth Losier, Paula Matchett, Rick McCarthy, Wayne Mullin, Sherry Munn, Gerry Richard, Marie Louise Squire, Sherrie Vye, Jane Waye,</p>	<p>October, 2010</p>
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NUMERACY ACTION PLAN

SCHOOL GOAL: To increase Grade 8 Numeracy Scores to 85%
Acceptable or better by June, 2013.

School Goal: to increase grade 8 Numeracy scores to 65 % Acceptable or
better by June 2011

Strategy One: to develop common assessments and best practices across the Mathematics curriculum

Plan of Action	Person(s) Responsible	Dates
1.Math teachers will develop common formative and summative assessments for all units and at the grade 8 level	All Math teachers Peggy Gorman Mitchell ILF	Beginning in September, 2010 and continuing throughout the year
2. Math teachers will develop and administer three end-of- term assessments (exams) at each grade level. These exams will be marked cooperatively and a list of best practices developed, based on assessment results.	Gerry Richard Debbie Doucet David Cripps Sherry Munn Marie Louise Squire Wayne Mullin Peggy Gorman-Mitchell - ILF	November, 2010; February, 2011; May, 2011

<p>3. Student growth will be tracked, based on the above assessments; re-teaching and reassessment will be offered as needed; students will be required to make a time and effort commitment for rewrites of unit tests.</p>	<p>Gerry Richard Debbie Doucet David Cripps Sherry Munn Marie Louise Squire Wayne Mullin</p>	<p>October, 2010– May, 2011</p>
<p>4. Grade 8 students will be pretested on upcoming Math units two weeks in advance, and based on results, pre-unit preparation will be offered during “T” Time.</p>	<p>Math teachers during “T” Time Cheryl Breau</p>	<p>Pre-units</p>
<p>5. Teachers will begin to explore activity based Math labs and project based learning</p>	<p>Math teachers Peggy Gorman-Mitchell - ILF</p>	<p>September, 2010 – May, 2011</p>

Strategy Two: To increase parent knowledge and involvement in Mathematics instruction

Plan of Action	Person(s) Responsible	Dates
1. One Parent Information Night will be offered, informing parents of Mental Math strategies. Outcomes for the upcoming term will be included with report cards.	Gerry Richard Debbie Doucet David Cripps Kelly Donovan Sherry Munn Marie Louise Squire Wayne Mullin	September, 2010; November, 2010; April 2011
2. Math teachers will develop a bank of sample questions and tests, by Concepts Strand; these will be posted to the DLMS Website for parental use	Gerry Richard Debbie Doucet David Cripps Kelly Donovan Sherry Munn Marie Louise Squire Wayne Mullin	Monthly or as units are ongoing

SCIENCE ACTION PLAN

SCHOOL GOAL: As this is the first year that we have included a Science Action Plan in our School Improvement Plan, it is written in the form of guidelines. Since no data is yet available, we have established strategies that we believe will increase student achievement.

Strategies:

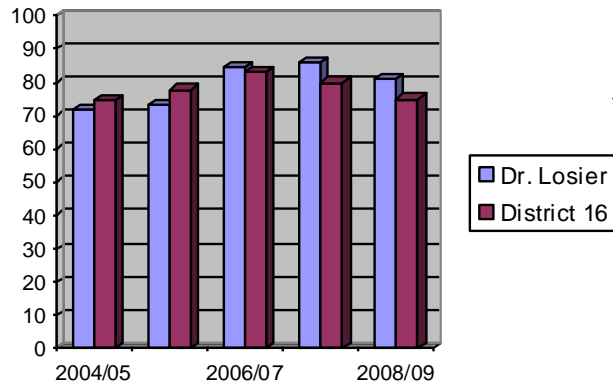
- We will hold a school Science Fair for all grade levels.
- Each grade level will culminate one unit with a 21C product.
- Each teacher will complete the District Learning Resource Practice kit for one unit.
- Note-copying will be emphasized less and action based activities more.
- Judson Waye will work with our teachers to develop skills, both through professional development activities and model and/or team teaching.
- Marie Louise Squire will store all Science materials in her classroom and they will be signed out from there.

For the first time, we have received data on our grade 6 assessments. These results will form the baseline from which we move forward:

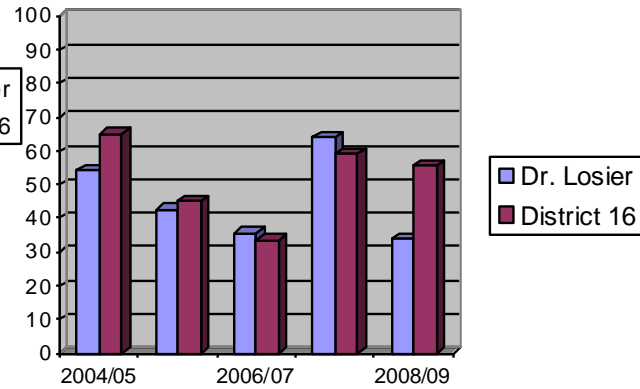
	Diversity of Life	Electricity	Flight	Space	School Success percentage
2009 - 2010	61	63	54	60	55.8
2010 – 2011					
2011 - 2012					

Literacy Results:

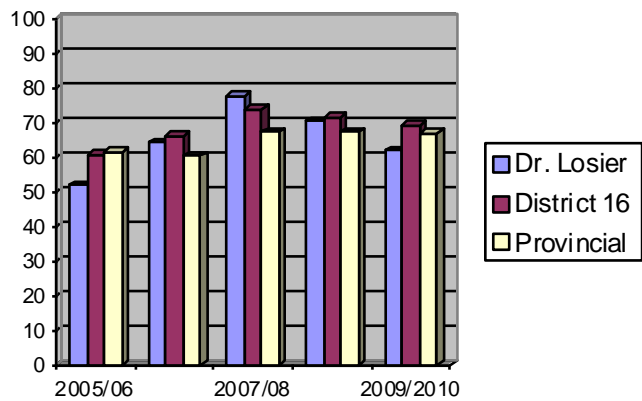
Grade 6 District Literacy Assessment -
Reading (multiple choice)



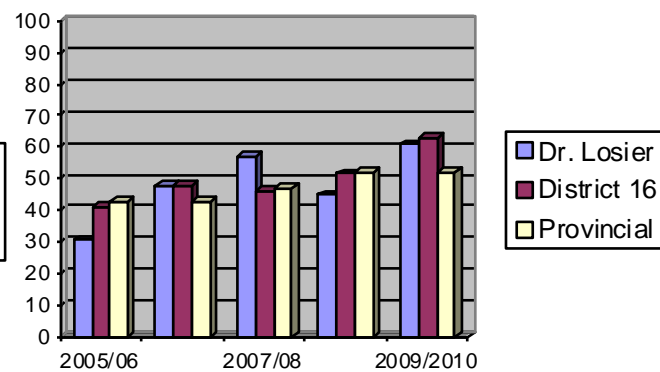
Grade 6 District Literacy Assessment -
Demand Writing



Grade 7 Provincial Literacy Assessment -
Reading



Grade 7 Provincial Literacy Assessment -
Writing



Analysis:

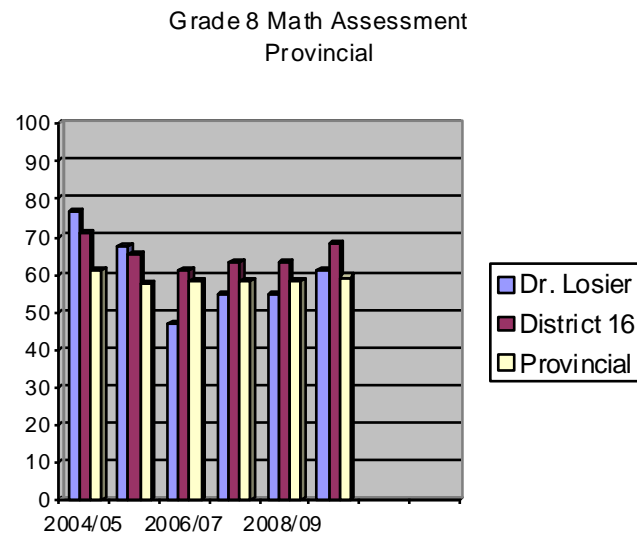
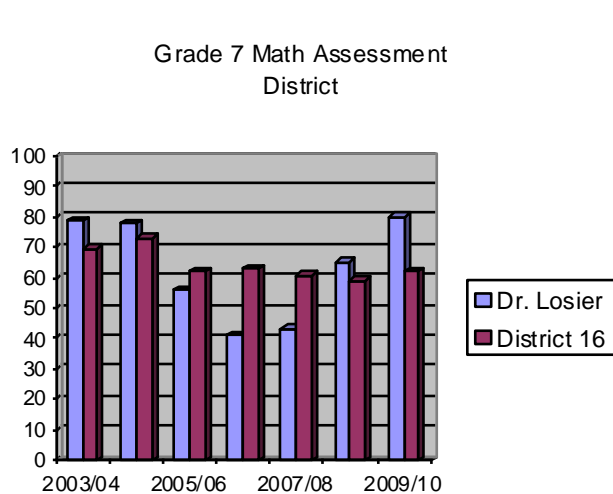
Following the progress of the same group of students through the years is a better gauge of our success in student growth. To understand this we need to follow students through a series of assessments. For example, a group of students performing well on a grade 6 assessment would be expected to perform as well or better on a grade 7 assessment relative to District and Province.

Our Grade 7 reading results demonstrate that our students lost a bit of ground, in comparing students in grade 6 and the same set of students in grade 7. We may have unintentionally shortchanged the reading instruction last year. These concerns are addressed in our Plan of Action, as non-Language Arts subjects will provide more reading instruction.

By contrast, our writing results were the exact opposite. As the Language Arts Team, we believe that we put interventions in place to develop our student writers. In analyzing our writing results, we recognize that our students continue to struggle both with conventions and sentence structure, while showing significant growth in the other traits. We have included conventions reinforcement in all content areas.

During the 2009/2010 school year, the form of assessment for grade 6 was altered at the district level. The reading assessment was a pilot and no student specific results were provided. The writing results were student/strand specific, thus allowing for personal instruction rather than comparative data.

Mathematics Results:



Analysis of Mathematics Data:

The grade seven results from 2009/10 again demonstrate a significant increase over previous years. This was the second year of the new grade 7 curriculum, with the same teachers teaching the course. Our results have continued the upward trend for four years.

Grade eight results from 2009/10 show that, although Dr. Losier was still performing below District, our trend indicates that our students are gradually gaining strength. We did perform above Province for the first time in four years. The new curriculum was introduced to our grade 8s during the 2009/2010 school year. Provincial results indicated a slight drop in comparing the same group of students from grade 7 to grade 8. We have addressed this concern in our improvement plan, focusing on developing consistency and best practices across all grade 8 Math classes.